Index
Volume 26, 1999

Cain-Caston, M. A survey of opinions of North Carolina school administrators regarding factors considered most important in hiring teachers for their first teaching position, 26(2), 69-73.
Cassel, R.N., A psychotherapy assessment battery based on outcomes as opposed to efficacy, 26(3), 139-144.
Cassel, R.N. & Ritter, D.L., Assessing the democratic maturity and self-fulfillment of 154 Air Force high school JROTC Cadets, 26(1),3-6.
DeMoulin, D.F. & Kolstad, R., Change in a pre-teacher education group for democratic maturity during five years of undergraduate and education, 26(3), 145-148.
Desai, M.S., Richards, T., & Eddy, J.P., End-User Training: A Meta Model, 26(2),74-84.
Ediger, M., Reading and vocabulary development, 26(1), 7-15.
Ediger, M., Organizing instruction in mathematics, 26(2), 85-91.
Ediger, M., Who should select objectives?, 26(3), 149-50.
Ediger, M., The pupil in the rural school, 26(4), 280-5.
Fatt, J.P.T., Innovative Curricula: Involving the community in creative ways, 26(3), 151-60.
Gadzella, B. M., Differences among cognitive-processing style groups on personality traits, 26(3), 161-166.
Haberman, M., Increasing the number of high-quality African American teachers in urban schools, 26(4), 208-12.
Hansman, C.A., Grant, D., Spencer, L., & Jackson, H., Beyond diversity: Dismantling barriers in education, 26(1), 16-21.
Hittner, J.B., Fostering critical thinking in personality psychology: The trait paper assignment, 26(2), 92-7.
Kiel, J.M., Reshaping Maslow's Hierarchy, 26(3), 167-8.
Klecker, B.M. & Loadman, W., Measuring principals' openness to change on three dimensions: Affective, cognitive, and behavioral, 26(4), 213-25.
Kranz, P.L., Cook, S.B., & Lund, N.L. Perceived stress reported by fisheries graduate students at Tennessee Technological University, 26(3), 169-72.
Kranz, P.L. & Lund, N.L., Survey of psychodramatists' opinions: Issues facing the profession for the new millennium, 26(4), 263-7.
Kuby, P., Goodstadt-Killoran, I., Aldridge, J., & Kirkland, L., Review of research on environmental print, 26(3), 173-82.
Lawrence, W.W., Jones, E., & Smith, F., Students' perceived needs as identified by students, 26(1), 2-9.
Linton, J.M. & Daugherty, T.K., Perceived therapeutic qualities of counselor trainees with disabilities, 26(1), 30-5.
Linville, J.M., Rust, J.O., & Kim, J.K., The Information and Picture Completion Dyad of the WISC-III as a short form screening test for gifted referrals, 26(2), 98-104.
Long, J.D., Biggs, J.C., & Hinson, J.T., Perceptions of education majors and experienced teachers regarding factors that contribute to classroom management, 26(2),105-10.
Markham,P.L. Stressors and coping strategies of ESL teachers, 26(4), 268-79.
Maynard, J., Tyler, J.L, & Arnold, M. Co-occurrence of attention-deficit disorder and learning disability: An overview of research, 26(3), 183-7.

Miller, R.B., DeBacker, T.K. & Greene, B.A. Perceived instrumentality and academics: The link to talk valuing, 26(4), 250-60.
Newman, E.J., In the trenches: Increasing competency of teachers-in-training by having them conduct individualized interventions, 26(l), 36-41.
Ogletree, S.M., Improving career advising: Responding to alumni surveys, 26(l, 42-5.
Petress, K.C. Listening: A Vital Skill, 26(4), 261-2.
Pinon, M.F. Video imagery and children's recall of televised geographic information: Affecting more than visual content, 26(4), 226-37.
Ralph, E.G. Oral-questioning skills of novice teachers: Any questions?, 26(4), 286-96.
Schroth, g., Pankake, A., & Gates, G. A comparison of pedagogical approaches to teaching graduate students in educational administration, 26(4), 238-49.
Sheehan, E.P. & DuPrey, T., Student Evaluations of University Teaching, 26(3), 188-93.
Simplicio, J.S.C., Some simple and yet overlooked common sense tips for more effective classroom environment, 26(2), 111-5.
Snell, J. & Mekies, S., Online education and academic rigor: A research note, 26(3), 194-5.
Squire, P.J., Levels of Cognition in Teaching Adult Vocational Education Programs in Central Ohio, 26(2), 129-36.
Stringer, S.J., Morton, R.C., & Bonikowski, M.H., Learning disabled students: Using process writing to build autonomy and self esteem, 26(3), 196-200.
Subair, S.K. & Mojaphoko, B.B., Factors influencing the attrition of agriculture teachers in secondary schools in Botswana, 26(l), 46-55.
Swick, K.J. & Brown, M.H., The caring ethic in early childhood teacher education, 26(2), 116-20.
Thompson, J.M., Enhancing cognitive development in college classrooms: A review, 26(l), 56-63.
Tomeo, M. & Templer, D.I., Relationship between comprehensive examination requirement in clinical psychology doctoral programs and score on the examination for professional practice in psychology, 26(1), 64-6.
Vodanovich, S.J. & Piotrowski, C., Training in personnel selection assessment: Survey of graduate I/0 programs, 26(3), 201-5.
Waring, D.A., Farthing, C.B., & Ashley, P.K., Impulsive Response Style affects computer-administered multiple-choice test performance, 26(2), 121-8.